English Policy

We aim to teach and prepare your child today, for their tomorrow

Philosophy of English:

English is a core subject in the National Curriculum.

English at New Invention Junior School is a subject that children both use and enjoy, and is also a tool to be used in lots of ways in the world beyond the classroom. Our school views the acquisition of literacy skills to be of the utmost importance and so the teaching of all aspects of English is given a high priority **across our curriculum.**

Main Aims

Our aims agree with those set out in the National Curriculum:

- Read **easily, fluently** and with **good understanding**
- Develop the habit of reading **widely and often**, for both **pleasure** and **information**
- Acquire a **wide vocabulary**, an understanding of **grammar** and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied **literary heritage**
- Write **clearly, accurately and coherently**, adapting their language and style in and for a range of contexts, purposes and audiences
- Use **discussion** in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of **speaking and listening**, making formal presentations, demonstrating to others and participating in debate.

Reading

Intent

To promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Children should read easily, fluently and with good understanding and develop a habit of reading. We want children to acquire rich vocabulary and value our literary heritage.

Implementation

- Clear Text Mapping for both Book Study and DEAR Bell books to allow progression across the school
- Use of VIPERS to ensure all content domain areas are explored and explicitly taught.
- Reading Plus – to aid and build up children's fluency
- Stimulating, rich Reading scheme – Collins Big Cat
- Rich Reading Realm / Non-Fiction library
- Progression in reading lessons – staff know why certain texts are used and the value of the reading skill gained from lessons.
- Reading Rewards (vending machine)

Impact

Essential, basic and fundamental skills achieved to allow children to achieve ARE before moving on to next year group.
All children to be fluent readers and to have access to a bank of rich vocabulary.
Exposure to a range of texts (both in English lessons and the wider curriculum, authors and reading styles to allow children to read widely.
Pupils enjoy reading. – pupil voice

Writing

Intent

To promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Children should be able to **write accurately, clearly and coherently** making conscious choices based on audience and purpose and explain their ideas as well as using speaking & listening activities.

Implementation

- Clear progression of text types (non-fiction, fiction and poetry written pieces). All completed in Y3/4 and repeated in Y5/6 with higher expectation
- Use of high quality WAGOLLS
- Editing progression document to ensure children are taught how to edit
- Before/after writing slips – writing as a reader
- Sentence progression following Alan Peat
- Grammar progression documents followed & recapped
- Spelling – No Nonsense Spelling (backed up with Literacy Planet)

Impact

Essential, basic and fundamental skills achieved to allow children to achieve ARE before moving on to next year group.
All children to be competent writers using high standards of English and can explain deliberate choices made when writing.
Exposure to a range of high quality reading literatures and WAGOLLS to support writing.
Pupils enjoy writing. – pupil voice

The school aims to develop in all children a positive attitude towards English by making it an interesting and relevant subject as well as providing opportunities for all children within the school to develop to their full potential in English. Therefore achieving the overall school aim: "*We aim to teach and prepare your child today, for their tomorrow*."

We aim to:

- Read and write with confidence, fluency and understanding
- Be interested in books, read with enjoyment and evaluate and justify preferences
- Know and understand a range of genres in fiction and poetry; understand and be familiar with some of the ways that narratives are structured through basic literary ideas of setting, character and plot.
- To understand and be able to use a range of non-fiction text
- Plan, draft, revise and edit their own writing.

- Have an interest in words and word meanings and a growing vocabulary
- Understand the sound and spelling system and use this to read and spell accurately
- Have fluent and legible handwriting
- Tell stories, both real and imagined
- Act out roles in imaginative play and drama work
- Read and listen to poetry
- Read aloud with expression
- Explore, develop and clarify ideas
- Predict outcomes and discuss possibilities
- Describe events, observations and experiences
- Make explanations for choices made
- Give reasons for opinions and actions

National Curriculum and Planning

New Invention Junior School adheres to the guidelines laid down in the National Curriculum for English (2014). The objectives laid out are used to form the basis of our; Yearly skeletal Plans, Half Termly Plans, Weekly Plans and Daily Lesson Plans. Curriculum overviews are available on the school website and accessible to staff. English will link to other areas of the curriculum and have an impact on learning in other lessons.

Years 3 and 4

LOWER KEY STAGE 2
READING

Word Reading	Comprehension
Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Pupils should be taught to: ♣ develop positive attitudes to reading and understanding of what they read by: ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a

range of purposes
♣ using dictionaries to check the meaning of words that they have read
♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
♣ identifying themes and conventions in a wide range of books
♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry]
♣ understand what they read, in books they can read independently, by:
♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
♣ asking questions to improve their understanding of a text
♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
♣ predicting what might happen from details stated and implied
♣ identifying main ideas drawn from more than one paragraph and summarising these
♣ identifying how language, structure, and presentation contribute to meaning
♣ retrieve and record information from non-fiction
♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

WRITING

Spelling	Handwriting
Pupils should be taught to:	Pupils should be taught to:
♣ use further prefixes and suffixes and understand how to add them ♣ spell further homophones ♣ spell words that are often misspelt ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ♣ use the first two or three letters of a word to check its spelling in a dictionary	♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition	Vocabulary, Grammar and Punctuation
Pupils should be taught to: plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar terminology for years 3 and 4 indicate grammatical and other features by: ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology for year 3 and 4 accurately and appropriately when discussing their writing and reading.

Years 5 and 6

UPPER KEY STAGE 2
READING

Word Reading	Comprehension
Pupils should be taught to:	Pupils should be taught to:

♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

maintain positive attitudes to reading and understanding of what they read by:
♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
♣ reading books that are structured in different ways and reading for a range of purposes
♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
♣ recommending books that they have read to their peers, giving reasons for their choices
♣ identifying and discussing themes and conventions in and across a wide range of writing
♣ making comparisons within and across books
♣ learning a wider range of poetry by heart
♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
understand what they read by:
♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
♣ asking questions to improve their understanding
♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
♣ predicting what might happen from details stated and implied
♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
♣ identifying how language, structure and presentation contribute to meaning
♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
♣ distinguish between statements of fact and opinion
♣ retrieve, record and present information from non-fiction
♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
♣ provide reasoned justifications for their views.

WRITING

Spelling	Handwriting
Pupils should be taught to: ♣ use further prefixes and suffixes and understand the guidance for adding them ♣ spell some words with 'silent' letters [for example, knight, psalm, solemn] ♣ continue to distinguish between homophones and other words which are often confused ♣ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically ♣ use dictionaries to check the spelling and meaning of words ♣ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ♣ use a thesaurus.	Pupils should be taught to: ♣ write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task.

Composition

Pupils should be taught to:

plan their writing by:

♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
♣ noting and developing initial ideas, drawing on reading and research where necessary
♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
♣ précising longer passages
♣ using a wide range of devices to build cohesion within and across paragraphs
♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

♣ assessing the effectiveness of their own and others' writing
♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
♣ ensuring the consistent and correct use of tense throughout a piece of writing
♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
♣ proof-read for spelling and punctuation errors

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
♣ using passive verbs to affect the presentation of information in a sentence
♣ using the perfect form of verbs to mark relationships of time and cause
♣ using expanded noun phrases to convey complicated information concisely
♣ using modal verbs or adverbs to indicate degrees of possibility
♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
♣ learning the grammar for years 5 and 6

indicate grammatical and other features by:

♣ using commas to clarify meaning or avoid ambiguity in writing
♣ using hyphens to avoid ambiguity
♣ using brackets, dashes or commas to indicate parenthesis
♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list
♣ punctuating bullet points consistently
♣ use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.

Reading Progression

Progression in Reading Skills

WORD READING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Blend new words to read new words I know	Read Phase 6 sounds	Read aloud a range of text types fluently and understand the meaning of new words using my knowledge of root words, prefixes and suffixes	Read aloud a range of text types fluently and understand the meaning of new words using my knowledge of root words, prefixes and suffixes	Decode most words, ambitious words and phrases in context using knowledge of root words, prefixes and suffixes	Apply knowledge of a wider range of root words, suffixes and prefixes to understand new words and read aloud effectively.
Read words with more than 1 syllable	Read aloud using expression				
Read contractions	Self-correct when reading aloud	Can independently perform poems, stories and play scripts using some intonation, tone, volume and action	Use knowledge of the alphabet to locate information e.g. glossary, index etc	Read aloud with appropriate intonation, tone and volume	Apply word reading skills to read challenging texts in an articulate and fluent manner
Read words ending is –s, -es, -ing, -ed, -er, -est	Blend alternative sounds for graphemes			Read at least 75% of the Year 5/6 common exception words	Read all of the Year 5/6/ common exception words.
Read books which include Phase 5 phonics that have been taught	Read words with 2 or more syllables that contain Phase 6 graphemes	Can read 75% of the Year 3/4 common exception words	Perform poems, stories and play scripts using intonation, tone and volume and using a range of approaches to aid understanding.	Read aloud with pace, fluency and expression, taking in to account a wide range of presentational devices and punctuation.	Read aloud fluently and effortlessly a wide variety of texts
Self-correct if reading does not make sense	Read words with almost all common suffixes (e.g. enjoyment, sadness, careful, hopeless, badly)	Independently use a dictionary to check for the meaning of words encountered in reading.			
Read all of the Phase 5 common exception words	Read most familiar words quickly and accurately.		Read all of the Year 3/4 common exception words.		
	Read all of the Phase 6 common exception words	Can read aloud with speed, fluency, accuracy and enthusiasm for age-appropriate texts	Can read aloud with speed, fluency, accuracy and enthusiasm for age-appropriate texts		
	Read all of the Year 2 common exception words				

VOCABULARY (2a)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise vocabulary	Recognise simple recurring	Identify patterns in	Identify and generate words	Identify figurative language	Identify words and phrases

associated with different genres provided by the teacher

Discuss word meanings, linking new meanings to those already known

Recognise and join in with predictable phrases

Speculate about the possible meanings of unfamiliar words met in reading | literary language in stories and poems e.g. repetition

Discuss and clarify the meanings of new words, linking new meanings to known vocabulary

Discuss their favourite words and phrases from the text | language, e.g. repetition, rhyme, alliteration

Discuss and clarify the meanings of new words, linking new meanings to known vocabulary

Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them in to context

Discuss words and phrases that capture the reader's interest and imagination | with similar and opposite meanings

Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet

Explain the meaning of words in given contexts

Begin to discuss language to extend their interest in the meaning and origin of words

Begin to use dictionaries to check the meaning of words they have read

Discuss words and phrases that capture the reader's interest and imagination, giving reasons for their choices | devices

Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context

Discuss how language contributes to the overall meaning

Check the plausibility and accuracy of their explanation or inference of unknown word meaning. | that create a particular mood, feeling or attitude including figurative language

Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context

Explain how words and phrases create a particular mood, feeling or attitude

Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes

Demonstrates a positive attitude to reading frequently reading for pleasure.

Check the plausibility and accuracy of their explanation or inference of unknown word meaning. |

RETRIEVAL (2b)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Answer simple questions about characters, settings and key events in a story

Retrieves key information from a text

Answer simple questions | Answer questions about characters, settings and key events in a story

Answer retrieval questions about key information in a non-fiction text | Find and select the word/s in a section of a text to answer retrieval questions

Skim and scan to identify and use headings and sections in books (glossaries, indexes, | Find and select words and phrases to answer retrieval questions from different sections of unknown texts

Scan different sections of unknown texts (fiction and non-fiction) to find | Find and select words and phrases from across a whole text to answer retrieval questions

Scan different texts to find evidence to support answers to questions | Find, select and combine relevant words and phrases from more than one text/source to support answers to retrieval questions

Appropriately select and apply skimming and |

/ find information in response to a direct, literal question	Scan text to find given words and phrases Ask relevant questions about a story or non-fiction text Locate specific information on a given page in response to a question	contents) to retrieve information Generate retrieval questions for a section of fiction or non-fiction texts which are relevant Retrieve and record information from non-fiction Use text marking to support retrieval or information or ideas from texts	missing information Generate retrieval questions for a section of fiction or non-fiction texts which are relevant Retrieve and record information from both fiction and non-fiction Locate information quickly and effectively from a range of sources	Speed read or skim the text to gain the gist or main idea Ask relevant retrieval questions which explore the detail of a text or which require comparison across fiction and non-fiction Appraise a text quickly and effectively	scanning skills to a range of other texts across the curriculum Generate retrieval questions relevant to different sections of a non-fiction text Ask relevant retrieval questions about different sections of a story that has been read Appraise a text quickly, deciding on its value, quality or usefulness Use quotations and text references to support ideas and arguments

SEQUENCE & SUMMARISE (2c)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequence pictures for the beginning, middle and end of a story that has been read to them. Identify and discuss the setting and names of the characters in a story. Can discuss main events in a story Appreciate rhymes and poems and recite some by	Sequence events from a story, explaining reasons for choices Explain and discuss the key information from what is seen or read. Discuss the order of events in books and explain how the information is related Recount the main events in a wide range of age-	Sequence pictures or texts from a story or non-fiction text that has been read to them, justifying reasons for their choices. Retell a wide range of stories orally using actions and visual clues Summarise orally and in writing the main points from a paragraph using a wider range of prompts	Show understanding of the text by sequencing a selection of unknown text so they make sense as a whole. Retell a wide range of texts orally in a balanced and clear way Summarise orally and in writing the main points from several paragraphs or sections of a text	Sequence sections/outlines of unknown texts based upon knowledge of genre features Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flashbacks Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this Make regular, brief summaries of what has been read, linking

heart	appropriate stories, fairy tales and traditional tales

Develop understanding of books that are structured in different ways | Identify main ideas drawn from one paragraph and summarise these (fiction and non-fiction)

Understand the distinction between fact and fiction | Make brief summaries at regular intervals when reading. | the text.

Summarise & present a familiar story using own words | these to previous predictions.

Secure skimming & scanning skills so that research is fast and effective

Use what is read selectively to present relevant information to an audience

Summarise & present a familiar story using own words |

INFERENCE (2d)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To begin to make simple inferences

Link what they are reading to their own experience.

Explore characters through role play and drama

Make inferences from what a character does or says | To make inferences on the basis of what is being said and done.

Can demonstrate sympathy with characters looking at descriptions & actions.

Selects the appropriate text to answer a question and begins to use evidence from the text to identify the main point(s)

Take on the role of a character e.g. speech bubbles, notes from one character to another or other drama techniques | To ask and answer questions appropriately including some simple inference questions based on characters' feelings, thoughts and motives.

Identify and discuss main characters, evaluate their behaviour and justify views, making links with their own experiences

Link what they are reading to prior knowledge & experience and to knowledge of similar texts.

Explore characters' actions and feelings through role play such as hot seating

To draw inferences from characters' feelings, thoughts and motives that justifies their actions, | To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.

Begin to distinguish between fact and opinion.

Can summarise how a setting affects characters' appearance, actions & relationships

Understand and explain different characters' point of view and identify relationships between characters.

Explore characters' actions and feelings through role play such as hot seating

Develop appropriate | To draw inferences from characters' feelings, thoughts and motives and justifying with evidence.

Infer messages, moods, feelings and attitudes across a text – referring to different points where information has been implied.

Link what they read to what they know (prior knowledge & experience), knowledge of texts and to what they have read in previous sections, to make inferences and deductions.

Can distinguish between fact and opinion.

Clarify thinking by elaborating on and justifying views, using additional evidence & linking to wider | To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).

Evaluate relationships between characters (behaviours / reactions to each other) and explore the writer's viewpoint of characters.

Link what they read to what they know (prior knowledge & experience), knowledge of texts and to what they have read in previous sections, to make inferences and deductions.

Can distinguish between fact and opinion.

To discuss how characters change and develop through |

| | | supporting their views with evidence from the text.

Ask questions to improve their understanding of a text | empathy through expression

Ask questions to improve their understanding of a text | knowledge / experiences.

Identify conventions across non-fiction texts and can offer reasons for why the author may have chosen to do this.

Explore contrasting characters' feelings, thoughts, actions and motives through role play such as hot seating | texts by drawing inferences based on indirect clues.

Draw reasoned conclusions from non-fiction texts which present differences of opinion

Explain the underlying theme in poetry

Use clear quotations and textual references to support ideas, arguments, inferences and predictions.

Present ideas in role as an expert authority e.g. debate |

PREDICTION (2e)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To predict what might happen on the basis of what has been read so far Predicts events and endings Make predictions based on clues such as pictures, illustrations and titles.	To predict what might happen on the basis of what has been read so far in a text. Make predictions using knowledge of characters, plot and language. Use immediate clues and what has been read already to make predictions about what is going to happen or what they will find out.	To justify predictions using evidence from the text. Indicate the strength or likelihood of their predictions being correct. Predict what might happen from details stated or implied Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout reading.	To justify predictions from details stated and implied. Predict what might happen from details stated or implied Make predictions about a text based on prior knowledge of the topic, event or type of text and modify predictions as more reading is completed.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text. Make regular and increasingly plausible predictions as reading progresses through a text, modifying ideas as they go. Recognise which character the writer wants the reader to like or dislike	Use clear quotations and textual references to support ideas, arguments, inferences and predictions. Provide reasoned justifications for their predicted views. Make predictions using details which are stated and/or implied in the text Make plausible predictions and explain what these are being based on.

EXPLAINING CONTENT / TEXT STRUCTURE (2f)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand and use correctly, terms referring	Read non-fiction texts that are structured in different	Read fiction and non-fiction texts that are structured in	Read fiction and non-fiction texts that are structured in	Read fiction and non-fiction texts that are structured in	Read fiction and non-fiction texts that are structured in

to conventions of print: book, cover, beginning, end, page, word, letter, line	ways	different ways	different ways	different ways	different ways
Identify the title, blurb and author or a story or non-fiction book	Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary	Name and describe the functions of a range of common organisers in non-fiction texts (those in Y2 plus sub-headings and diagrams)	Name, use and describe the function of a wider range of common organisers in non-fiction texts (those in Y2/Y3 plus captions, labels, bibliography)	Identify structural organisers and make comparisons within and across books	Identify structural organisers and make comparisons within and across books
Discuss the significance of the title	Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts	Use a range of structural organisers (see previous point) to retrieve information from non-fiction texts	Use a range of structural organisers (see previous point) to retrieve information from non-fiction texts	Explain why the author has chosen to structure/present the text in particular ways or use a particular structural organiser	Discuss the effectiveness of different structures/presentations of fiction and non-fiction
Recognise some typical characters and settings of fairy stories and traditional tales	Describe the overall structure of a story	Recognise and name some different forms of poetry	Recognise and describe the typical features of a wider range of forms of poetry	Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres	Identify, compare and contrast the features of a range of fiction genres
Understand the difference between fiction and non-fiction	Recognise simple recurring literary language in stories and poetry	Understand how writers use paragraphs and chapters to group related ideas	Recognise and describe some features of fiction genres	Explain how language, structure and presentation contribute to the meaning of the text and are appropriate to the intended audience (and justify this)	Recognise main ideas within paragraphs in age appropriate books
Begin to describe the overall structure of a story			Refer to parts of stories and poems when speaking about a text using terms such as chapter, scene and stanza		Explain how language, structure and presentation contribute to the meaning of the text
Can point to capital letters, full stops, question marks and exclamation marks and say why a writer has used them.					Explore viewpoint of text and how this influences the reader's view of events

AUTHOR'S USE OF LANGUAGE (2g)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss word meaning and link new meanings to those already known	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Discuss authors' choice of words and phrases for effect e.g. adjectives and expressive verbs that capture the reader's interest and imagination.	Explain why the author has used a particular word or phrase	Compare the impact of different language devices within a text	Compare the impact of language devices across texts
Explore the effect of patterns of language and repeated words and phrases	Speculate why an author might have chosen a particular word and the effect they were wanting to achieve – e.g. by considering	Begin to identify where language is used to create mood, build tension or	Identify words and phrases that intrigue and explain how it affects the reader e.g. creating moods, arouse expectations, build tension	Discuss how authors use figurative language and the impact of these on the reader (similes, metaphors, idiomatic language)	Consider the impact on the reader of a range of vocabulary and language devices
					Appreciate and explain how a set of sentences have been

	alternative synonyms that might have been used.	create a picture	Discuss vocabulary used to capture readers' interest and imagination

Identify how language, structure and presentation contribute to meaning.

Identify clues which suggest that poems are new or old e.g. archaic language | Identify and explain subject specific language and how it helps the reader to understand the text.

Evaluate the use of authors' language and explain how it has created an impact on the reader – to persuade, to entice etc. | arranged to create maximum effect.

Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Identify and explain idiomatic phrases, expressions and comparisons met in texts |

COMPARISONS (2h)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what is read to own experiences

Discuss and compare events or topics that have been read or listened to. | Participate in discussion about books, poems and other words that are read to them – at a level above their own and those that can be read themselves, explaining and expressing views.

Identify, collect and compare common themes in stories and poems.

Make comparisons of characters and events in narratives.

Make choices between texts giving simple reasons for the differences | Compare and contrast features of stories read

Recognise similarities and difference between texts, e.g. plot, topic, index, glossary, captions

Compare and contrast writing by the same author.

Recognise some different forms of poetry | Recognise some different forms of poetry and describe their features (e.g. ballads, limericks)

Identify and discuss some themes and conventions in age-appropriate texts (e.g. triumph of good over evil)

Collect information to compare and contrast events, characters or ideas.

Compare and contrast books and poems on the similar themes. | Draw on knowledge of other books to compare and contrast

Compare texts based on different criteria, e.g. comparing characters, considering viewpoints of authors

Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.

Make comparisons within and across books | Make comparisons within texts and across different texts giving examples to support opinions, e.g. characters, plot, genre, conventions, themes

Discuss themes and conventions across a wide range of writing, e.g. isolation, flashback in narrative

Explain major differences between text types

Make comparisons and draw contrasts between different elements of a text and across texts.

Compare and contrast the work of a single author.

Investigate different versions |

					of the same story or different books on the same topic, identifying similarities and differences.

Writing Progression

Progression in Writing Skills

PLANNING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Say out loud what they are going to write about	Planning or saying out loud what is to be written about (can record as writing or pictorially as a story map) Encapsulate what they want to say, sentence by sentence Write down ideas and/or key words, including new vocabulary	Discuss similar writing to understand and learn from its structure, vocabulary and grammar Discuss and record ideas – suitable words and phrases, different formats (chanting, mapping, story board, old-generic-new, grids etc) Create settings, character and plot Identify and consider audience, genre, text type and how this affects their writing	Discuss similar writing to understand and learn from its structure, vocabulary and grammar Discuss and record ideas using different ways of planning Plan to suit the purpose and audience of their writing	Plan vocabulary and structure that are appropriate and tailored to intended audience and purpose Use appropriate form and similar writing as a model	Use appropriate form and similar writing as a model Plan vocabulary and structure that are appropriate and tailored to intended audience and purpose

TEXT STRUCTURE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use more than one sentence per idea Sequence 3 or 4 sentences	Organise writing to reflect chosen form, some basic layout conventions used	Organise paragraphs around a theme Sentences sequence to	Organise paragraphs around a theme and have control over these (show change in action, setting, time)	Use a range of devices to build cohesion Use paragraphs to organise	Use a range of devices to build cohesion Use and have control over

together Create a simple opening and/or ending	Write sentences that are sequenced to form a short narrative (real or fictional)	create flow In non-fiction, use simple organisational devices such as headings and sub-headings In fiction, have a clear beginning, middle and end	In non-fiction, use simple organisational devices such as headings and sub-headings Use nouns/pronouns wisely to aid cohesion Create a logical structure of writing, with appropriate conclusion	ideas Paragraphs show build-up / conflict / resolution Integrate dialogue in narratives to convey character and to advance the action	paragraphs which organise ideas

COMPOSITION

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compose a sentence orally before writing it Sequence sentences to form short narratives Make appropriate word choices	Choose describing words to make writing more interesting – e.g. adjective strings or adverbial clauses (walked quickly) Write effectively for different purposes Write simple, coherent narratives about personal experiences & those of others (real or fictional) Write about read events, recording these simply and clearly Draw on reading to inform vocabulary and grammar	In narratives, create settings, characters and plot Use interesting adjectives to describe people, objects and settings Use language appropriate for narratives, explanation or description In non-fiction, use a logical sequence and ending Ensure all writing is coherent across a range of genres	In narratives, create settings, characters and plot Precise language suited to task Ensure all writing is coherent across a range of genres Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)	Ensure all writing is coherent throughout extended pieces of writing In narrative, describe settings and character and evoke atmosphere when describing settings To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Use dialogue to convey a character and advance the action.	Write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently on what they have read as models for the own writing (including literary language, characterisation, structure) Exercise an assured and conscious control over levels of formality Distinguish between language of speech and writing and choose appropriate register Describe settings, characters and atmosphere and integrate dialogue to convey character interaction and advance the action.

SENTENCE STRUCTURE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use simple noun phrases	Use expanded noun phrases – e.g. the blue butterfly	Use expanded noun phrases	Create expanded noun phrases with modified adjective + prepositional phrase	Confidently use expanded noun phrases	Confidently use expanded noun phrases
Join sentences using 'and'		Compose a sentence orally, using rich vocabulary and different sentence types		Use varied sentence structures – all types	Use passive sentence structures
Compose a sentence orally	Use co-ordinating conjunctions (or, and, but)		Use increased rich vocabulary, range of vocabulary, adjectives and similes		Select vocabulary and grammatical structures to suit text type, purpose and audience
Create phrases which make sense	Use when, before, after, while, so, because	Use adverbs ending in –ly + then, soon, next, therefore		Use adverbs to show possibility – e.g. perhaps, surely	
	Use present and past tense consistently and accurately	Use prepositions – behind, on, off, in, under	Use a wide range of sub-ordinating conjunctions to extend the range of sentences with more than one clause	Use modal verbs	Use the subjunctive voice
	Use the imperative voice (commands)	Use appropriate pronouns		Confidently use relative clauses (who, which, where, that, whose)	Use verb tenses consistently and correctly throughout writing
	Use compound sentence using conjunctions	Extend the range of sentences with more than one clause	Use fronted adverbials with a comma after	Use tenses with different forms such as present perfect e.g. he has gone out	Know difference between formal and information language
	To form sentences with different forms: statement, exclamation, question, command		Use standard English form of verbs	Use modal verbs or adverbs to indicate degrees of possibility	
			Use a variety of sentence structures to allow sentences to have an interest and impact	Confidently use relative clauses	
			Use relative clauses	Use a range of sub-ordinating and co-ordinating conjunctions	
				Begin to use passive voice for variety	
REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION	**REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION**	**REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION**	**REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION**	**REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION**	**REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION**

GRAMMAR & PUNCTUATION

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder
Plus	Plus	Plus	Plus	Plus	Plus
NIJ PAGES document	NIJ PAGES document	NIJ PAGES document	NIJ PAGES document	NIJ PAGES document	NIJ PAGES document
Use capital letters and full stops almost always to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use inverted commas	Use inverted commas and other punctuation to indicate speech	Basic punctuation is present and accurately used in most sentences	Use the full range of KS2 punctuation correctly and precisely
Use question marks and exclamation marks correctly	Use commas in lists	Use conjunctions, adverbs and prepositions to express time and cause e.g. while, before, next, soon, after, during	Use commas after fronted adverbials	Use commas to clarify meaning or avoid ambiguity	Know how and when to use hyphens to avoid ambiguity (e.g man eating shark or man-eating shark)
Join sentences using 'and' and 'because'	Use some sub-ordinating and co-ordinating conjunctions	Choose nouns and pronouns appropriately for clarity and cohesion to avoid repetition	Use apostrophes for plural possession as well as contractions	Use brackets, dashes and commas to indicate parenthesis	Use a semi-colon and dash to mark the boundary between independent clauses
Capital letters for names, days of the week and for the personal pronoun 'I'	Use apostrophes for contractions and for singular possession	Use present perfect tense in contrast to the past tense	Use conjunctions, adverbs and prepositions to express time and cause	Use varied punctuation including comma, apostrophe, semi-colon, speech marks, hyphens, brackets exclamation marks and question marks for effect	Use a colon to introduce lists and semi-colon to separate descriptive items in a list
	Use KS1 punctuation mostly correctly	Maintain tense, including the progressive tense and show a range of tenses when writing	Use present perfect tense in contrast to the past tense	Co-ordinating conjunctions – FANBOYS	Co-ordinating conjunctions – FANBOYS
	Present and past tenses used correctly and consistently including the progressive form	Use 'a' and 'an' correctly	Know and explain how to use determiners and articles	Sub-ordinating conjunctions – AWHITEBUS	Sub-ordinating conjunctions – AWHITEBUS
		Use most punctuation accurately (full stop, capital letter, question mark, exclamation mark, comma, apostrophe (possession and contraction))	Use a wide range of punctuation accurately using full stop, capital letter, question mark, exclamation mark, apostrophe and comma		
		Co-ordinating conjunctions – FANBOYS	Co-ordinating conjunctions – FANBOYS		

		Sub-ordinating conjunctions – AWHITEBUS	Sub-ordinating conjunctions – AWHITEBUS		

EVALUATION & EDITING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
See the NIJ Editing Writing Progression Document Discuss what they have written and check it makes sense Read aloud what has been written Re-read what has been written to check it makes sense Read aloud what has been written clearly to be heard by peers and teacher	See the NIJ Editing Writing Progression Document Make simple additions, revisions and proof-reading corrections Proof-read for spelling Proof-read for KS1 punctuation expectations Proof-read for tense Edit and improve by discussion Read aloud what has been written with appropriate intonation to make the meaning clear	See the NIJ Editing Writing Progression Document Read their work aloud with clear intonation and meaning Edit to use language for effect and have a level of interest Assess the effectiveness of their own and others' writing and suggest improvements Proof-read for spelling and punctuation errors	See the NIJ Editing Writing Progression Document Evaluate and improve by discussion Change vocabulary for effect Assess their own and others' writing and suggest improvements Proof-read for spelling and punctuation errors	See the NIJ Editing Writing Progression Document Read their work aloud with clear intonation, adding dramatic effect Consistently use correct verb form and tense Change grammar and punctuation for effect Choose appropriate register Proof-read for spelling and punctuation errors	See the NIJ Editing Writing Progression Document Proof-read for KS2 punctuation expectations Select vocabulary and grammatical structures (contractions, modal, passive) for deliberate effect Distinguish between language of speech and writing (GDS) Write effectively for a range of purposes & audiences, selecting appropriate form. Make appropriate additions, revisions and corrections to written work

TRANSCRIPTION / SPELLING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder Spell words containing each of the 40+ phonemes already taught Spell common exception words	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder Use phonemes / graphemes to spell words correctly Use phonically-plausible spelling	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder Spell word with the prefixes super-, anti- and auto- Spell further homophones and near homophones	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder Use a range of prefixes Understand how prefixes relate to the root word Understand how suffixes	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder Spell words with silent letters Spell words with the prefixes dis-, de-, mis-, over-, re-	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder Spell the words from the Year 5/6 spelling list Have knowledge of morphology and etymology

Spell the days of the week

Use letter names to distinguish between alternative spellings of the same sound

Add prefixes –s or –es to make plurals

Add the prefix –un

Add suffixes –ing, -ed, -er and –est where no change is needed in the spelling of the root word

Write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | Spell homophones

Use and adapt words provided

Check spellings using a reference tool / word mat / glossary | Spell words that end like 'shun' spelled –tion, -sion, -ssion or –cian

Spell some words from the Year 3/4 spelling list | relate to the root word

Spell the words from the Year 3/4 spelling list

Use a dictionary effectively | Add the suffixes –ate, -ise and –ify to words

Spell some words from the Year 5/6 spelling list

Use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Use a thesaurus effectively | Continue to distinguish between homophones and other words which are often confused

Have no real spelling issues |

HANDWRITING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sit correctly at a table, holding a pencil comfortably and correctly

Begin to form lower-case letters in the correct directions, starting and finishing in the right place

From capital letters

Form digits 0-9

Understand which letters | Form lower case letters or the correct size relative to one another

Start using some of the diagonal and horizontal stokes needed to join letters and understand which letters, when adjacent to each other, are best left un-joined.

Write capital letters and digits of the correct size, | Increase the legibility, consistency and quality of their handwriting

Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

All spacing is correctly set out | Increase the legibility, consistency and quality of their handwriting

Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

Handwriting is fluent and legible. | Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Choosing the writing implement that is best suited for a task

Write legibly, fluently and with increasing speed | Choosing the writing implement that is best suited for a task

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices

Decides whether or not to join certain letters. |

below to which handwriting 'family'	orientation and relationship to one another and to lower-case letters			
Write most letters with correct formation	Use correct spacing			
Space between words is evident	Holds a pencil comfortably and correctly			
	Evidence of using cursive script			

Assessment (see also the NIJ Assessment Policy)

Staff at New Invention, use the results of both ongoing teacher assessment and formative assessment to help them make informed decisions about the progress of individual children, to plan the next developmental stage and to evaluate their delivery of certain aspects of the National Curriculum.

- At present the framework for assessment is as follows:
  Statutory end of Key Stage assessment occurs in year six. Supported by termly, moderated teacher assessments. Reading and Spelling, Punctuation and Grammar are assessed using statutory tests. Writing is teacher assessed and moderated by the local authority or by moderation working groups.
- On entry into Year 3, pupils are assessed using school devised reading and writing assessments and against National curriculum and age related expectation standards
- New Invention Point System (NPS) assessment sheets are used to teacher assess the pupils termly, supported by non-statutory testing. This is completed half-termly and moderated internally on a termly basis.
- Both forms of assessments are executed at the end of the year to measure progress and these assessments are passed on to the next class teacher to ensure continuity.
- Half-termly grammar/spelling assessments
- Termly reading fluency assessments completed using the resource to match our reading scheme, alongside Reading Plus fluency – children moved on the book bands as appropriate
- Continuous assessment takes place daily through interaction with children and exercise books, using teacher and pupil daily self-assessment in the form of WALTs.

- The English co-ordinator completes termly book monitoring to check progress, curriculum coverage etc and offer support.
- A clear marking policy is followed, providing ongoing challenge for all pupils.
- In school authority-trained moderators
- All assessment tools are formative, leading to developments in planning and intervention groups.

-Record Keeping

Records for each child are maintained termly, using a whole school tracking system – entered on to Arbor termly. Children are recorded against the main learning outcomes, via NPS assessments.
Records are kept for each child using 'tick sheets' for writing assessments in the front of their exercise books.
Practical literacy is also recorded and added to the class 'SeeSaw' account.
At the end of each term, children's attainment steps and progress towards their target and age related expectation is delivered to parents in the form of a written report and follow-up parents evening.

Monitoring

The English co-ordinator, Headteacher and SMT take responsibility for the monitoring of the English curriculum and the standards achieved by the pupils. Monitoring takes the form of:

- Lesson observations;
- Medium term planning (see curriculum overviews on school website);
- Book/work scrutiny;
- Learning Walks.
- Pupil interviews
- Data Analysis
- Moderation

All monitoring fed back to staff either individually or collectively depending on need, and should be used to identify strengths and areas for development or to inform leader's action plan to move English forward.

Meeting the Needs of All

All pupils, irrespective of age, ability gender and ethnic origin are entitled to participate fully in and benefit from a broad range of appropriate English activities at every Key Stage of their English experiences. At New Invention Junior we include SEND (Special educational needs and disabilities) LAC (Looked after children) and those pupils with speaking and listening difficulties, and G&T (Gifted and talented).

Within years 4 to 6, classes are grouped by ability, in to one more able set and two middle mix classes. Work is then further differentiated, within classes to ensure access to the curriculum for all. By grouping the children through ability and using intervention strategies children can work at the appropriate level and make progress.

English lessons aim to meet the needs of all pupils whilst delivering an inclusive objective. All pupils in the class aim to achieve the same objective, with teaching being adaptive so as:

- Higher attainers are challenged and learning aims to go deeper;
- SEND pupils are supported and scaffolded through a range of techniques and resources;
- TAs are deployed effectively to support pupils' needs;
- Intervention groups aim to address needs and close gaps to improve progress AND are monitored to ensure effectiveness;
- Practical resources used effectively to move learning forward.

Teaching Methods

- ## Writing

Writing is taught throughout the whole curriculum, although pupils are taught writing skills within English lessons. Each term in each year group takes on a theme and a book(s) is chosen for which all English work will be based on to create continuity. Authentic "Writing for Real" tasks are then created from this to build up the Non-Fiction texts and fictional/creative writing should also be created at least once per half term. The English Co-ordinator has specified text-types that must be covered by each year group within a theme to ensure coverage of all text types across the school. Staff are encouraged to look at the PFAI (purpose, form, audience, intent) documents and share

the criteria with children to ensure they have a real purpose for writing. Children are also encouraged to write and perform different forms of poetry related to each theme.

Sentence structures are progressively taught throughout the school which are inline with the National Curriculum but take the form of Alan Peat's sentences. These are up on display, taught and planned for within pieces of writing so children can use these independently.

Grammarsaurus is used for text deconstruction and some modelled texts.

Staff are encouraged to plan regular 'Writing for Pleasure' sessions as lesson starters / morning challenges to allow children to be expressive and show skills they are taught without the constraints of specific lesson criteria.

Children are expected to be <u>taught</u> to edit their writing by following the Editing Progression document. Evidence of this should be regularly and clearly seen in written tasks. Children will edit in a Green Pen.

Editing Writing Progression
New Invention Junior School

Editing writing does not just mean making **corrections** to errors in written work e.g. changing a lower-case letter into a capital letter at the start of a sentence. Editing can also include revision of longer sections of work to further **improve** what has already been written and can also include **additions** to the original piece of work. It may help to use the following 3 terms in your editing and feedback sessions: **correct, improve, add**. This will link to our CUPS (corrections) and ARMS (improving and adding)

Spelling Shed

reading plus

Grammarsaurus

MAKE YOUR WORK THE BEST IT CAN BE!

EDITING—CUPS

Capital Letters—Names, places, titles, months etc.

Usage—Are nouns and verbs used correctly? Do they agree?

Punctuation—Full stops, capital letters, commas, apostrophes etc.

Spelling—check all words, look for homophones, check in a dictionary

REVISING—ARMS

Add—sentences or words

Remove—words or sentences you don't need. Be concise!

Move—change a word or place within a sentence

Substitute—swap words or sentences for better ones.

	Editing Expectations	Editing & Responding to Feedback
Year 2	From the start of Spring Term, children should begin to independently edit their writing to check for errors and **correct**: • Capital letters, full stops, question marks and exclamation marks. • Spellings (key words, learnt rules and spellings from the Y1/2 curriculum). No dictionaries should be used. Word mats / vocabulary sheets / spelling rule sheets and phonics mats should be provided in editing sessions. • * Sentence Sense	**Green** Pen for editing writing as below: • **Correct** handwriting (especially correct letter formation & joins; punctuation formation) • **Correct** punctuation CL . ? ! • **Correct** spellings (Y1/2 common exception words, spelling and phonics rules taught) • *Children who are working confidently at EXS for Y2 Summer Term can begin to **correct** sentence sense by re-writing the whole sentence below (especially checking verb tenses to indicate time, including in the continuous form e.g. I am walking, I was walking, I will be walking).

Year 3	From the Autumn term, children should begin to independently **correct** their writing using the Year 2 editing expectations above for punctuation, spelling, handwriting and sentence sense.(CUPS) From the Spring Term, children should begin to include **improvements** to their writing in the form of vocabulary inline with the Year 3 NC objectives.	Green Pen for editing writing as below: • **Correct** handwriting errors and spend time practising these • **Correct** spellings – common exception words, spelling rules taught and words from the Y3/4 word lists. Dictionaries should only be used if confident. Word mats / vocabulary mats / spelling rule sheets and phonics mats should be provided in editing sessions. • **Correct** any punctuation taught so far. • **Correct** sentence sense – verbs, plurals and missing words. • **Improve** vocabulary such as adjectives and adverbs. (ARMS)
Year 4	From the Autumn term, children should begin to independently **correct** their writing using the Year 2 and 3 editing expectations above for punctuation, spelling, vocabulary and sentence sense. (CUPS) It is the expectation that by Year 4, joined, legible handwriting is a given. Children who require further support should continue to practise handwriting and letter joins as part of their editing sessions but also have discrete time/intervention allocated to this.	Green Pen for editing writing as below: • **Correct** spellings – words from the Y3/4 word lists. Word mats / vocabulary / spelling rule sheets and phonics mats should be provided in editing sessions. Dictionaries should be provided for children to use the first 2 or 3 letters of a word to check its spelling (once this skill has been taught as part of the Y4 curriculum). Dictionaries are not useful for pupils who cannot yet spell, since thee pupils do not have sufficient knowledge of spelling to use them efficiently. Other spelling resources should be provided, • **Correct** any punctuation taught so far • **Correct** sentence sense – verbs, plurals and missing words • **Improve** vocabulary such as adjectives, verbs, adverbs, and adverbial phrases. • **Improve** independently a sentence, to demonstrate an aspect of writing from the task's success criteria that may not have been met / has been met but further examples would improve the writing (this could be teacher led) (ARMS)

Year 5/6	From the Autumn term, children should begin to independently **correct** their writing using the editing expectations from previous year with additional expectations to be modelled and taught throughout the year. It is the expectation that by Year 5, joined, legible handwriting is a given. Children who require further support should continue to practise handwriting and letter joins as part of their editing sessions but also have discrete time/intervention allocated to this.	**Green** Pen for editing writing as below: • **Correct** spellings – from the Y3/4 and 5/6 word lists. Word mats / vocabulary /spelling rule sheets and phonics mats should be provided in editing sessions. Dictionaries should also be provided for children to use the first 3 or 4 letters of a word to check its spelling. • **Correct** any punctuation taught so far • **Correct** sentence sense – verbs, plurals, missing words, comma splicing and complex sentence errors. • **Improve** vocabulary, using a thesaurus or other vocabulary resources provided • **Improve** independently a sentence or sentences, to demonstrate an aspect of writing from the task's success criteria (this could be teacher led) • **Add** in words, phrases or sentences to a specific section or paragraph identified by the teacher as needed improvements. Feedback in books or as part of a whole class feedback session should clearly identify what aspect of writing is needed to improve the section of the child's work. • ***** For children working at GDS standard in Y5, and for children working at EXS or GDS in Y6, to **improve** and **add** whole sections or paragraphs using ARMS, identified by the teacher in the first instance, but moving towards being independently able to identify whole sections or paragraphs that need **improving** or **adding** to their work, by the Summer term.

○ <u>**Handwriting (see also – Presentation Policy)**</u>

Handwriting is expected to be taught within English lessons and not discretely unless necessary and done so in the form of an intervention. No specific scheme is followed, although 'Bubble Handwriting' is encouraged to ensure children are forming letters appropriately (see Presentation Policy) and leave KS2 with legible, joined handwriting that meets end of Key Stage 2 expectations.

Staff should model the expectation of Handwriting in their teaching, modelling and marking. Worksheets / documents presented to the children should use the '**Join It**' or '**Open Dyslexic**' fonts.

○ <u>**Reading**</u>

Pupils are all provided with a reading book from the Collins Big Cat Reading Scheme purchased in March 2016. This is a progressive scheme and encourages children to read widely, however children are also encouraged to read a 'free' reading book of their choice, especially the higher ability children who are expected to read from the 'Rich

Reading Realm'. Children have reading skill sessions within school which teach them the specific skills they need to deconstruct, analyse and respond to various texts linked to the content domain. During reading lessons, children should be modelled to by the teacher reading aloud as well as children completing 'choral' and 'echo' reading to build up their own fluency.

Reading is taught through the use of 'VIPERS' to allow breadth of teaching across the content domain as well as lessons allowing for discussion, questioning, debating and other skills to interpret a text. Other reading skills are incorporated in English lessons when interrogating the book that is being studied and therefore Reading skills are supporting writing. EAL children are also catered for by having a scheme in school for them from November 2015.

Staff are also encouraged to participate in the daily DEAR Bell activity whereby they read aloud to their class at some point during the day – mainly aimed at the end of the day. The books shared have been stipulated by the English Co-ordinator to ensure progression and avoid repeating texts as children move through school. In recent years, phonics has become more of an issue in KS2 with more children not passing the phonics test in KS1 before arriving with us. Appropriate phonic intervention is in place to allow these children to catch up and apply skills taught in these sessions back in their English lessons.

Independent reading / reading for pleasure times / 'Book Talk' sessions are planned for each day/week to ensure children are reading during the day – especially for those who find it harder to read at home.

It is an expectation that children are heard reading aloud at least once a week, and at least once a fortnight by their class teacher. It is also an expectation that children read at home and that this reading is monitored by their parent/carer and their class teacher. There will be rigorous checking of this in school by the class teacher, English Co-ordinator and SMT. Children considered to be in the bottom 20% in terms of their attainment for reading will be heard read more often than others to support accelerated progress.

In Autumn 2019, we purchased Reading Plus as a supplement to our Reading curriculum as a resource that builds fluency and speed as well as comprehension and vocabulary skills. This is an invaluable resource and is planned for within school but it is an expectation that children use this at home too in order to progress at a more

accelerated rate. Staff are expected to monitor usage of their own individual class and ensure children who do not use it regularly are picked up on and encouraged to do so.

Children are requested to record any home reading in their Reading Record. This can be reading from their books from school, books from home, or any reading tasks completed on Reading Plus. Parents are also encouraged to hear their child read on a regular basis at home and record their comments in the Reading Record. Statements have been stuck in to the front of Reading Records to support parents with appropriate comments to log after hearing their child read as well as questions they could ask their child to check understanding. Teachers monitor the home reading of all children in their class.

Picture News is a weekly newspaper resource that is sent to class teachers to share with their class. Staff share this on their SeeSaw pages and this is another means of reading – not just a book.

Staff are also encouraged to regularly read children's fiction to keep up to date with the books on offer. They can then recommend books to children within school. Recommendations can also be made through them uploading to the **Staff CPD SeeSaw** page for other staff to see.

Vocabulary is taught using Reading Plus as well as 'Word Wizards', Word of the Day resources and other tasks. Other subject leads have identified subject specific/technical vocabulary which needs to be taught and staff should identify vocabulary from texts used in English that needs to be taught / pre-taught AND revisited at a later date.

- ○ <u>Speaking and Listening</u>

Speaking and listening is addressed through all aspects of teaching. Pupils are given the opportunity to work in groups, develop drama skills and use expression in a range of different situations. Staff should plan appropriate Speaking and Listening activities to ensure children are meeting the requirements of the National Curriculum. These can be taught in all aspects of the curriculum – not just in English lessons.

- ○ <u>Spelling</u>

See also – additional spelling policy.

Why children need to learn to spell correctly?

- Poor spelling creates a bad impression – it's one of the first things a reader notices
- Anxiety about spelling inhibits a child's writing, especially their choice of words
- Even in these days of word processors, there are still times when we need to write

To improve and develop their spelling children need to:

- Develop an interest in words
- Feel safe about trying new words, not just words they're sure about
- Learn about, the way words are built up using syllables
- Know about the basic spelling patterns of English
- Have a range of memorising strategies
- Explore the meanings of words
- Understand prefixes and suffixes
- Write for their own enjoyment, without the fear that they will be criticised
- Read for pleasure

What are the expectations of how spelling and phonics are taught at New Invention Junior school?

- All pupils should have at least 2 x 30 minute sessions on spelling work each week.
- All pupils should have a spelling test at least once per fortnight, based upon their specific to be learnt at home and in school.
- All pupils should have a list of spellings to specifically meet their spelling needs.
- Pupils should be aware of many different strategies to help them to learn spellings.
- Pupils should be aware on how to gain support/guidance for their spelling.
- Children should develop spellings from objectives appropriate to their learning and through the marking of their work by a teacher.
- If a child is a member of an English support group check with the adult who runs this for spellings/patterns they are accessing.
- Access online resource 'Spelling Shed' at home to practice set word lists and build spelling knowledge and interest

- Curriculum (orange words) for Y3/4 and Y5/6 should also be explicitly taught and used correctly when writing.
- Teachers should identify specific spellings for individual children or whole class spelling needs which should be added to spelling lists.

How should phonics and spelling be taught?
- Teaching should be focussed, pacy and fun!
- There needs to be clear continuity and progression – teaching should be based on children's strengths and weaknesses rather than their age or year group, and objectives should be drawn from the school schemes of work – Spelling Shed
- A variety of groupings should be used including whole class teaching, group work and paired work.
- Children can work in ability groups if this would contribute to effective teaching and learning
- A variety of teaching methods should be used including direct exposition, games and investigation of spelling rules and patterns.
- The use of spelling journals to be used to record spelling learning and investigating
- Children should be taught methods to enable them to learn new spellings
- Specific focus lessons should be (and are included in 'Spelling Shed') for the teaching of the 'orange' compulsory National Curriculum words for Y3/4 and Y5/6.
- Children who have not passes the Key Stage 1 Phonics Screening Test should continue with a government approved phonics scheme (Fresh Start) with a trained member of staff. This learning should be supplemented with learning in class and children assessed regularly for quick progression.

◦ <u>Objectives (What the children will be learning)</u>
Lesson objectives are shared with the pupils at a relevant point of the lesson. Such criteria should be addressed at points throughout the lesson, with the children.

◦ <u>Main Teaching</u>
Teachers may employ a range of delivery techniques for the main teaching activity, to introduce or consolidate learning:

- **Teacher led didactic teaching:** whereby the teacher delivers explicit concepts and methods to the whole class, while differentiating questioning;
- **Pupil led learning:** whereby the teacher begins with a challenge or text type/structure and pupils use a range of techniques to investigate and construct their own piece, with support materials and adults available throughout;
- **Teacher led small groups:** whereby smaller groups within the class have the teacher led focus whilst others investigate or consolidate learning.

By employing a range of such methods throughout the English topics, it enables the needs of all the children to met, therefore allowing them to progress at a faster rate.

◦ <u>Independent Activity</u>

Pupils are given a substantial amount of lesson time to independently practice, improve or consolidate concepts and skills, via a range of differentiated activities. This may be supported by further direct teaching of whole class or small groups, at suitable times within the lesson, on order to enable the pupils to progress further.

◦ <u>Plenary</u>

At a suitable point within the lesson, the teacher should reinforce the learning objective to aid pupil's progression and enable them to achieve success.

To close the lesson the teacher will emphasise the teaching point of the lesson and apply the objective to other situations or pose a challenge to extend or consolidate learning.

<u>Cross-Curricular work</u>

Teachers are encouraged to extend English learning beyond the main lesson. English learning takes place during morning challenges, whereby children are set problems, challenges which build upon existing knowledge or invite them to consolidate or address issues with prior learning.

Pupils are also encouraged to work on areas of spelling and grammar within shorter time allocations within the school day, whereby they can access questions at speed and be challenged with grammar errors and omissions.

Cross-curricular evidence of English is also expected and the English co-ordinator asks staff to plan for this at the start of each term and this is monitored. Expectations for the quality of high-level reading and writing evidence is

expected across the school and can strengthen teacher assessment and moderation, however this should not be to the detriment of the foundation subject learning content. This should be persevered at all costs.

English will be used to enhance foundation subjects, and should apply previously taught skills independently, with the English expectation pitched at current year group level where this supports the foundation subject objective.

Use of I.C.T.

ICT should be embedded within the English curriculum, including the use of IWB, iPads and cameras. All of which can be used to aid pupils' writing and research.

Children's work may also be completed on, and/or uploaded on to the SeeSaw platform as not all work will be in written form. Various software/websites may also be used to supplement learning.

Talking Tins and other more sensory resources may be used for lower ability/SEND children

Work presentation

Throughout the majority of English written work, pupils' books should be set out as below. Some work, however, may not be suitable to fit this format so should therefore be set out using an appropriate structure recommended by the teacher. Worksheets should be kept to a minimum, only using them if it is unsuitable for the pupils to set it out themselves. Further details on this can be found in the schools' Presentation Policy.
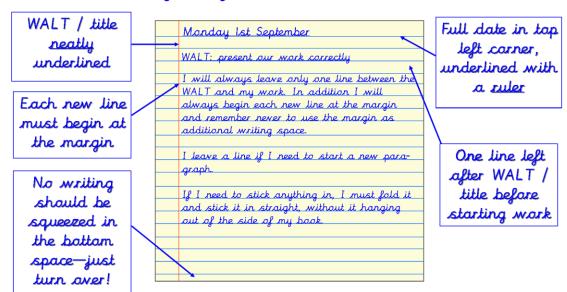
Neat Work Checklist

How my English work should look...

WALT / title neatly underlined

Each new line must begin at the margin

No writing should be squeezed in the bottom space—just turn over!

Monday 1st September

WALT: present our work correctly

I will always leave only one line between the WALT and my work. In addition I will always begin each new line at the margin and remember never to use the margin as additional writing space.

I leave a line if I need to start a new para-graph.

If I need to stick anything in, I must fold it and stick it in straight, without it hanging out of the side of my book.

Full date in top left corner, underlined with a ruler

One line left after WALT / title before starting work

Resources

- Year Group Key Documents Folders
- Spelling Shed (online)
- Reading Plus (online)
- Book Boxes stocked with termly texts
- DEAR Bell book boxes
- Cornerstones Reading Assessments

- Collins Big Cat Reading Fluency Assessments
- Rising Stars SPaG Assessments
- Testbase
- Grammarsaurus
- Stocked English Cupboard with various resources in
- Mrs Wordsmith Word of the Day resource